

Pinewood Infant and Nursery School

Inspection report

Unique Reference Number	122520
Local Authority	Nottinghamshire
Inspection number	327748
Inspection date	14 May 2009
Reporting inspector	Alison Cogher

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	176
Government funded early education provision for children aged 3 to the end of the EYFS	106
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Alan Shepherd
Headteacher	Mrs Christine McAdam
Date of previous school inspection	15 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Pinewood Avenue Arnold Nottingham NG5 8BU

Age group	3–7
Inspection date	14 May 2009
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Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school and investigated the following:

- the impact of leadership and management on pupils' progress
- how well teaching promotes pupils' achievement in writing and mathematics
- the quality of the start provided for children in the Early Years Foundation Stage

Evidence was gathered from observing lessons, scrutinising school data, documents and pupils' work, and from parent questionnaires. Discussions were also held with staff, pupils and parents. Other aspects of the school's work were not evaluated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a smaller-than-average school. Almost all pupils are from White British backgrounds and few are learning to speak English as an additional language. A well above average proportion of pupils have learning difficulties and/or disabilities. These difficulties cover a wide range and include behavioural, emotional and social difficulties, speech, language and communication difficulties and moderate learning difficulties. A very small minority of pupils have a physical or medical condition. The school offers Early Years Foundation Stage provision in Nursery and Reception classes. The school has achieved a number of awards in recognition of its work. These include the Gold Healthy Schools award and the ECO Schools Green Flag award.

The school provides wraparound care for children aged three to seven from 08.00 to 15.10 at Pinewood Acorns. This provision operates during term time and was inspected as part of the school inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It achieves its aim 'to make learning irresistible' for pupils through exemplary teaching and an excellent curriculum and by providing first-rate care, guidance and support. These strengths contribute hugely to pupils' overall personal development and well-being and, in particular, their tremendous enjoyment of school and their good attendance. Parents are overwhelmingly supportive of the school and pleased with the education it provides. Comments such as, 'I could not wish for a better start for my child,' and 'The staff are very committed and teach children in interesting ways that make learning fun,' were typical of those received.

The school is exceptionally well led and managed. The headteacher provides inspirational leadership and she is supported extremely well by an enthusiastic and highly motivated staff team. Indeed, the strength of teamwork in the school is outstanding and underpins the school's exceptionally good provision. Staff are very keen to learn from each other, mutual respect is strongly evident and everyone is valued. This creates a dynamic working environment where staff are able to challenge and alter their working practices to meet pupils' individual needs. Accurate school self-evaluation is at the heart of decisions made and once a way forward has been agreed, the action taken brings about rapid improvement. This process has secured outstanding improvement since the last inspection and clearly demonstrates the school's excellent capacity for further improvement. Governors work well with the headteacher and staff to ensure that they know the school well and are able to hold it to account for its work. Excellent links with partner organisations and the local community contribute significantly to the school's many strengths, and to pupils' overall achievement and well-being.

Pupils achieve extremely well. They start in the Nursery with levels of knowledge, skills and understanding that overall, are below those typically found for children their age. In the areas of communication, language and literacy and personal, social and emotional development they are often well below those generally found. They make outstanding progress to reach standards in reading, writing and mathematics that are often above average by the end of Year 2. Within this very positive picture there is some small variation as pupils often reach standards in reading and writing that are marginally higher than those secured in mathematics. Inspectors agree with the school that consideration could be given to how teaching time for mathematics is organised within the school day to help raise pupil achievement in mathematics further. The school is focused on ensuring pupils of all abilities achieve as well as possible and very challenging targets are set for individual pupils and year groups. These targets are largely met because of the school's speedy and flexible response to pupils' learning needs at any given time. Pupils' progress is rigorously tracked and the school is very quick to provide additional support for pupils who have done relatively less well than others. Pupils with learning difficulties and/or disabilities receive very effective support that enables them to engage fully in their lessons and achieve as well as other pupils.

Excellent teaching is focused on engaging pupils by making their learning fun and relevant. Classrooms and the outdoor areas are vibrant, colourful and extremely well organised to provide learning spaces that stimulate pupils' creativity and imagination. Very good use is made of assessment information to guide teaching. Across the school lessons are meticulously planned to enable pupils to build on what they already know but also to help them tackle new learning with confidence. Information and communication technology (ICT) is used very well to support learning and lessons move at a good pace. The variety of activities provided keeps pupils

interested; consequently they have excellent attitudes to learning, are very attentive and behave exceptionally well. They are polite, helpful and friendly and clearly enjoy each others company. The trust and respect adults and pupils have for each other underpins the outstanding relationships evident throughout the school. As a result pupils develop confidence and independence in their learning. They will 'have a go' as they know they will be supported by an adult if they really need it. Highly skilled teaching assistants work in close partnership with teachers and contribute significantly to pupils' learning. In this warm and nurturing environment pupils' spiritual, moral, social and cultural development is excellent.

The wide range of activities that make up the curriculum contribute extremely well to pupils' personal and academic achievement. The school grounds and allotment are used particularly well and contribute significantly to pupils' awareness of environmental issues and their exceptional enthusiasm for leading an active, healthy lifestyle. Overarching themes are used as the starting point for curriculum planning and very effective links are made between subjects. This provides pupils with opportunities to work together and practise their literacy, numeracy and ICT skills in a range of situations. Consequently pupils are excellently prepared for the next stage of their education. Teachers are particularly skilled at integrating pupils' ideas about what they would like to learn into their planning. This gives pupils a degree of ownership over their learning that stimulates their interest and enthusiasm, and is reflected in the extent to which they work hard and persist with tasks even when they find them very challenging. Pupils contribute extremely well to the school and wider community in many ways and are proud to be able to take on responsibilities, such as being school councillors. Many visits, visitors and clubs are used to very good effect to enrich and broaden pupils' knowledge and understanding in many areas of their learning. The link to a school in Ghana and work related to their ECO award contribute significantly to pupils' awareness and appreciation of the world beyond the school and local community.

Pupils receive high levels of care, guidance and support. The school's safeguarding arrangements meet requirements and pupils' health and safety is a high priority for all staff. As a result of the significant emphasis on leading healthy lifestyles pupils have a very well-developed understanding of the importance of a good diet and taking regular exercise. Excellent opportunities are provided in lessons, during playtimes and outside the school day for pupils to be physically active, and they thoroughly enjoying making the most of these. Assessment procedures are very comprehensive and provide teachers with extremely good information about pupils' personal and academic development. Excellent cooperation between staff ensures that this information is used extremely well to guide provision so that pupils' individual needs can be properly met. Pupils not only feel very safe at school, but know how to keep themselves safe both at school and outside. They are confident that adults would listen to them and help them if they have a problem. The school works very productively with a number of outside agencies to ensure pupils and their families receive exceptional support.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get off to an outstanding start in the Early Years Foundation Stage. Excellent relationships with parents and outside agencies and the high level of care and support provided ensure children settle quickly and happily. This exceptional provision is evident in both the Nursery and Reception classes and, as a result, children feel safe and secure, know exactly what is expected of them and understand school routines very well. Their behaviour and overall

personal development are excellent and their real enjoyment of school and thirst for learning are very clear as they work and play happily together.

The Early Years Foundation Stage is exceptionally well led and managed and teamwork is exemplary. Excellent use is made of assessment information to ensure that activities are very well matched to children's ages, abilities and interests. Consequently children's individual needs are met very well. The teaching of basic literacy and numeracy skills is extremely good and children quickly become confident users of ICT to support their learning. Adults are patient and supportive. They provide excellent guidance for children in their learning whilst also giving them the time and opportunity to use all their senses to explore their world for themselves, and to develop their imagination and creativity. This very effective teaching ensures children achieve extremely well with most reaching the expected goals by the end of their Reception Year. The indoor and outdoor spaces are extremely well designed and organised to appeal to young children and to encourage their active involvement in activities. In particular the use of colour, texture, different levels and surfaces, and the high quality of resources all serve to stimulate children to interact with their surroundings in many different ways. This ensures that children get real pleasure from their learning and quickly develop the ability to sustain concentration for extended periods of time.

The Pinewood Acorns wraparound care facility run by the school benefits from and fully reflects the exceptionally good school provision.

What the school should do to improve further

- Review and, if necessary, reorganise teaching time in mathematics in order to extend even more the good standards already being attained.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

15 May 2009

Dear Children

Inspection of Pinewood Infant and Nursery School, Arnold, NG5 8BU

Thank you very much for helping us with the inspection of your school. We had a very enjoyable day because we were made to feel so welcome. We really enjoyed talking to such polite, friendly and happy children. You told us that you think your school is brilliant and we agree your school is outstanding. We were very pleased to hear how much you enjoy being at school and how you have a lot of fun in your lessons. Here are some of the best things about your school.

- Children in the Nursery and Reception classes have a very good start to their education, and those of you in Years 1 and 2 continue to do extremely well.
- The headteacher of your school is an excellent leader and she works extremely hard with all the other adults to make school the best it can be for you.
- The adults in school take exceptionally good care of you, and you feel very safe in school.
- The teachers plan your lessons very carefully so that you have lots of interesting activities to do which helps you to learn extremely well.
- The outdoor areas of your school are very exciting places and your teachers make sure you have lots of chances to work and play in them.
- All the adults in school work very hard to help you to do your very best. They give you lots of support when you need it but also help you to work things out for yourselves.
- You work very hard and you get along together very well too.
- You understand how to stay healthy and safe, and enjoy helping to make your school even better.

Although your school is excellent the adults are always looking at ways it could be improved. They think, and we have agreed with them, that the time spent teaching you mathematics could be organised differently to help you learn even better.

We hope that you continue to have a lot of fun learning and enjoy your time at Pinewood.

Yours faithfully

Alison Cogher

Lead inspector